

Theory of Knowledge Presentation Assessment Instrument

Name _____

Mark _____ Grade _____

Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?					
Level 5 Excellent (A) 9-10	Level 4 Very Good (B) 7-8	Level 3 Satisfactory (C) 5-6	Level 2 Basic (D) 3-4	Level 1 Elementary (F) 1-2	Irrelevant (F) 0
<p>The presentation is focused on a <i>wellformulated knowledge question</i> that is <i>clearly connected</i> to a <i>specified real-life situation</i>. The knowledge question is <i>effectively explored</i> in the context of the real-life situation, using <i>convincing arguments</i>, with <i>investigation of different perspectives</i>. The outcomes of the analysis are shown to be <i>significant to the chosen real-life situation and to others</i>.</p>	<p>The presentation is focused on a knowledge question that is <i>connected</i> to a <i>specified reallife situation</i>. The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>clear arguments</i>, with <i>acknowledgment of different perspectives</i>. The outcomes of the analysis are shown to be <i>significant to the reallife situation</i>.</p>	<p>The presentation identifies a knowledge question that has <i>some connection</i> to a specified real-life situation. The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>some adequate arguments</i>. There is <i>some awareness of the significance</i> of the outcomes of the analysis.</p>	<p>The presentation identifies a knowledge question and a real-life situation, although the <i>connection between them may not be convincing</i>. There is <i>some attempt</i> to explore the knowledge question. There is <i>limited awareness of the significance</i> of the outcomes of the analysis.</p>	<p>The presentation describes a real-life situation without reference to any knowledge question, or treats an abstract knowledge question without connecting it to any specific real-life situation.</p>	<p>The presentation does not reach the standard described by levels 1–5</p>
Some possible characteristics					
<p>Sophisticated Discerning Insightful Compelling Lucid</p>	<p>Credible Analytical Organized Pertinent Coherent</p>	<p>Relevant Adequate Acceptable Predictable</p>	<p>Underdeveloped Basic Unbalanced Superficial Derivative Rudimentary</p>	<p>Ineffective Unconnected Incoherent Formless</p>	